EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

UbD/MI Combo – Synthesis

Unsurprisingly, one commonality was present among all of our comments – grading. We all had strong opinions about the grading policies and practices mentioned in these four chapters. Although we all recognized the need for a differentiated classroom to have a grading system that reflected student achievement in a fuller way, we had different ideas on what that might look like. Most agreed that individual progress and effort should be acknowledged alongside the grade that indicated the student’s level of mastery. However, some preferred a single grade that encompassed all of these elements, as opposed to separate grades for each criterion.

Another prominent theme related to the benefits of MI theory when working with students with disabilities. Most of us saw MI theory as being a great way to create truly inclusive classrooms. MI theory is an educational philosophy centered on making use of student strengths, focusing on abilities, rather than deficits, as a means to engage, teach and assess students. It seemed to all of us, that MI theory is an ideal lens with which to view, and support, all students, including those students with disabilities.

MI theory also had implications for classroom management. The suggestions provided in the chapter really caught our collective eye, and provided us with useful tips on how to create desired behaviors and to manage transitions. In particular, several people commented on the preventative and reactive measures, such as the use of MI related hooks, communication of the classroom expectations, and attention grabbing instructional strategies.